DEPARTMENT of EDUCATION
louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✔ LA Comeback   ✔ Federal Reporting   ✔ Act 294 Investing ESSER Funds
8.21.21

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet federal and state requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and Louisiana Comeback Commitments. **LEAs must submit their plans by September 30, 2021 in the *Achieve!* eGMS application.**

LEA Name Collegiate Baton Rouge	**LEA Code** EWJ5101
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Fiscal Contact (phone) 504-296-0052	
School System Leader Name Stacy Martin	
School System Leader Signature	**Date** 9/29/2021

NEEDS ASSESSMENTS ✔ ✔ ✔

How will the LEA identify the disproportionate impact of COVID-19 on student groups[1], which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? *(check all that apply)*

☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
☒ Student outcome data, such as assessments
☐ State administrative data, such as unemployment claims
☐ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
☐ Conversations with community (stakeholder input)
☒ Student enrollment and attendance data
☒ Student chronic absenteeism data
☐ Student instructional mode (virtual, hybrid, in-person)
☒ Student course enrollment data
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Criteria Checklist

☒ The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
☒ Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
☒ The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
☒ The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).

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[1] ARP ESSER Fact Sheet

DEPARTMENT of EDUCATION
Louisiana Believes

2021-2022 Academic Recovery and Acceleration Plan
✔ LA Comeback   ✔ Federal Reporting   ✔ Act 294 Investing ESSER Funds
8.21.21

Commitment: **ATTENDANCE & WELL-BEING** ✔ ✔				
Key Investment: **Attendance**	**ESSER II**	$68,375.00	**ESSER III**	$23,562.00

How will the LEA identify students who need to be re-engaged?

During the 20-21 School year we noticed many students struggling with the virtual component of school. To ensure timely identification of students in need of re engagement, CBR leveraged its school-based attendance team - staff members specifically tasked with identifying and reengaging students who did not consistently participate in remote and / or hybrid instruction. This team was made up of: the Multi Tiered Systems of Support Lead; the Intervention Compliance Coordinator; members of the school Culture Team; and members of the Operations team who oversee data analysis. This team, in partnership with school and network leadership, used the following strategies and data sources to identify who needed to be reengaged.

- Student enrollment and attendance data: daily attendance taken by classroom teachers
- Student course enrollment data
- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- Student chronic absenteeism data
- School based attendance team including: MTSS Lead, ICC, Culture team members, Operations team members held bi-weekly.
- Bi weekly meetings with school based attendance lead and Network attendance lead.

During the 20-21 school year, we revised our attendance tracking from daily attendance to daily class attendance as students were logging into each class at the scheduled time. Average attendance for the 20-21 school year was 70%. During November 2020, we made the decision to offer in- person learning opportunities for students to help mitigate the struggles with virtual lessons for students. Because the majority of instructional time was remote and in-person learning opportunities were opt-in on an individualized basis, we do not differentiate between an in-person and remote attendance rate. At CBR, students with more severe disabilities and who are non-verbal struggled to engage with virtual lessons unless accompanied by an adult. Further attendance data by subgroups is listed below:

During the 2019-2020 school year, we identified 93 total students with 10+ unexcused absences, 16 were classified as students with disabilities, 13 students with 504s and 2 as English Language Learners. Additionally of those students 37 were in grade 9, 35 in grade 10, 21 in grade 11. There was no grade 12 in this year

During the 2020-2021 school year, we identified 267 total students with 10+ unexcused absences, 43 were classified as students with disabilities, 28 students with 504s and 2 as English Language Learners. Additionally of those students 53 were in grade 9, 80 in grade 10, 90 in grade 11 and 44 in grade 12.

For the 2021-2022 school year, we have currently identified 104 total students with 10+ unexcused absences, 23 were classified as students with disabilities, 10 students with 504s and 4 as English Language Learners. Additionally of those students 14 were in grade 9, 24 in grade 10, 31 in grade 11 and 35 in grade 12.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*
☒ Re-engagement supports
☒ Drop-out early warning systems
☒ Other: Home visits and family outreach
☒ Other: Individualized attendance plans

How will the LEA seek to re-engage students with poor attendance?

We have created numerous strategies to re-engage students with poor attendance including the following:
- Daily tier 1 outreach to students and families including: personal, automated, advisor calls completed by advisors and school operations teams

- Student attendance benchmarks including: 3 absences holding a family attendance conference; 5-7 truancy warnings and referrals
- Creation and distribution of a school-specific attendance intervention document restating school expectations and consequences for missing school shared with students/families at the beginning of each year and during any required attendance conferences.
- Holding home visits to determine barriers to student success with attendance when students hit 7+ unexcused absences completed by advisors, operations teams and MHS teams
- Creating Individualized attendance plans with personalized incentives and attendance goals completed by school based attendance teams when students hit 3+ unexcused absences.
- Understanding and troubleshooting root causes with the student and family to identify concerns and create steps to re-engage students with school- e.g., arranging waivers for virtual learning
- Advisories and Advisor outreach to offer personalized communication with students from a trusted adult, communication completed with families on daily to weekly basis
- Creating school wide positive attendance incentives to celebrate student attendance and growth offered quarterly led by school operations teams
- Offering pathways to get back on track through attendance recovery programming during attendance meetings held with students and families, advisors, and school operations teams when students hit 7+ unexcused absences

Key Investment: **Well-Being**	ESSER II	$68,375.00	ESSER III	$23,562.00

How will the LEA identify students who need mental and behavioral supports?

During the 20-21 school year we noticed many students struggling with the additional stressors of the pandemic in addition to the disruption of their normal routine. For the 20-21 school year we identified approximately 248 of students who qualified for MHS services at the network including either counseling services or social work in school services to be offered weekly or as needed to best support student growth. To ensure timely identification of students in need of mental and behavioral supports , CBR leveraged its school-based mental health and MTSS team - staff members specifically tasked with identifying and tracking data to determine if additional supports were needed. The MHS team includes a full time on campus social worker who provides both counseling services to students as well as responding to any crisis that arise. This team, in partnership with school and network leadership, used the following strategies and data sources to identify who needed to be reengaged.

- Student enrollment and attendance data: daily attendance taken by classroom teachers
- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- Student chronic absenteeism data
- Social Emotional Learning (SEL) pilots starting at BOY and continuing quarterly through the year
- Network mental health leads who are able to support school based mental health teams in development of services and identifying students through monthly development meetings with MHS teams
- Muti-Tiered System of Supports referral system with dedicated school staff members established to collect data and identity next steps and needs for students, to meet bi-weekly and as needed
- School based Tier 1 Behavior systems offered daily
- Administering the Panorama student survey at the start of the school year for every student. This national survey vendor for student and family surveys will allow us to get better insight into challenges students and families are facing. We use this survey not only as a universal screener for mental health and well-being and capturing attitudes and beliefs, relationship to schools

(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*
☒ Mental and Behavioral Health
☒ Character Building
☒ Trauma-informed care
☐ Full Service Community Schools
☐ Adoption/ integration of SEL curriculum
☒ Professional development for staff

☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

(For Students) **Describe the LEAs plan for implementing evidence-based activities.**

We have detailed plans in place for implementing evidence-based activities for students with mental health needs including:

- Full time on campus mental health teams including social workers and school counselors to provide counseling sessions for students in addition to crisis intervention. Counseling sessions offered weekly to monthly or as needed based on student needs and services identified in student's IEP. Services begin within the first three weeks of school and continue throughout the year as listed on the IEP
- Creation of individualized behavior plans(FBA/BIPs) and crisis plans for students with behavior and social needs. FBA/BIPs used to track student growth and progress over the year. Student growth goals on BIPs are created by MHS and IEP teams and tracked weekly with progress being reported quarterly to families. MHS team uses observational data, data from sessions, course grades, and attendance data to track student progress toward goals.
- Network support mental health leads to provide professional development for school based teams monthly during learning communities and quarterly during network led data days
- SEL pilots launching at schools starting August 2021
- School created mental health resources for students such as guided meditations, social groups and social media posts shared weekly through social media posts and school newsletters
- A subscription to Yoga Ed to allow counselors to provide yoga to students on campus
- School based professional development for teachers and staff offered monthly or as needed on campus led by school MHS teams

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(For Educators) **Which evidence-based activities will the LEA invest in using ESSER II & III funds?** *(check all that apply)*
☐ Mental and Behavioral Health (virtual health coaches)
☒ Other: Network support of school based mental teams for professional development
☒ Other: Network created PLCs for mental health teams

ATTENDANCE & WELL-BEING 2021-2022 Total Funding Commitment	**$183,874.00**

Commitment: **RECOVERY AND ACCELERATION** ✔ ✔ ✔				
Key Investment: **Targeted Learning Support**	**ESSER II**	**$26,136.00**	**ESSER III**	**$117,846.00**

How will the LEA identify the disproportionate impact of COVID-19 on student groups[2], which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? *(check all that apply)*

☒ Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
☒ Student outcome data, such as assessments
☐ State administrative data, such as unemployment claims
☒ Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
☒ Conversations with community (stakeholder input)
☒ Student enrollment and attendance data
☒ Student chronic absenteeism data
☐ Student instructional mode (virtual, hybrid, in-person)
☒ Student course enrollment data

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[2] ARP ESSER Fact Sheet

☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? *(Please describe the formula or decision-making rubric to allocate funds across schools).*

CA carefully analyzes which departments would directly benefit from increased funds in order to better support students who were most impacted by the COVID-19 pandemic. With a largely virtual year, a significant percentage of our student population experienced impacts. Our plan invests in reengagement and attendance supports to target the most chronically absent students and subgroups. Additionally, we resourced additional intervention staffing and coaching support for educators to ensure that targeted academic interventions identified students with the most acute learning gaps and met their needs. We will continue to gather data as 2021-22 continues in order to refine these supports and better target our ESSER resources.

Additionally we used the following means to further identify students who were negatively impacted by the COVID pandemic
- Student enrollment and attendance data: daily attendance taken by classroom teachers
- Student course enrollment data
- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as school created assessments and historic LEAP data
- Student chronic absenteeism data

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
☒ Literacy Interventions and Extensions
☒ Individual Graduation Plans (IGP)
☒ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
☐ Other: Office Hours
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?

During the 20-21 school year we noted the vast majority of our students having been negatively impacted by the COVID pandemic and resulting school closures. In order to ensure students were meeting their goals and to further lessen the negative impacts of COVID we used carefully analysis of data including but not limited to: student outcome data, chronic absenteeism and demographic data, to determine how we could best support students during this time. Additionally we created the following plan for supporting students:
- Screening all students and implementing corresponding literacy interventions and extensions. This data collection allows us to analyze the effect of the pandemic and their ability to read is referenced to performance norm for their age group. Screening occurs beginning of the year by literacy teachers and support staff and occurs ongoing throughout the year as needed. This ensures students who have struggled to master grade level content as demonstrated in failing previous LEAP assessments are receiving the literacy interventions needed to close the literacy gap and better access grade level content
- Administering numerous assessments including: ACT, assessments through edulastic, Mathia, tier 1 curriculum-embedded assessments, LEAP 360, and LEAP 2025-released assessments or assessment items. Programs-based assessment: Zearn, Read180. Assessments are given in class by the lead teacher weekly through quarterly in order to further track student progress to mastery on LEAP assessments.
- Administering the MAP reading and math assessments quarterly to track student progress with the goal of every student growing at least 2 years
- Analyzing every student transcript to determine their individual progress to graduation, then develop a list of courses they need to take in collaboration with student and family. Audits completed annually by Operations team in collaboration with advisors and Director of Curriculum starting in July.

- Adding capacity in staff including additional teachers to allow for credit recovery, summer courses, Edgenuity to give kids more opportunities to graduate on time.

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? *(all areas outlined in [Act 294](#) should be addressed)*

Current school schedules allow for 75-80 minute classes every day for additional intervention or acceleration depending on student and class need. We created space in our current schedule to allow for the majority of time to be spent on mastering grade level content with the opportunity for reteaching every day if required. Teachers are able to therefore monitor data in real time and ensure students are mastering the content and adjust the course of the class if not. The extended class time allows for teachers to check in with students daily and track their progress to mastery through exit tickets and other standard based assessments. Additionally we offer mock LEAP tests in the spring and other interim assessments quarterly to monitor student progress and ensure students are on track to mastery for the LEAP courses. Using this course enrollment data and student performance allows for students to receive the credit they need to graduate in 4 years having passed LEAP assessments despite previous LEAP scores in middle school. Our teachers focus on tracking data daily with students to ensure they are mastering the material and utilize the extended class time to adjust as need for reteaching and reassessing.

We develop our teachers and materials to allow all students to be exposed to high level content including those who have not previously achieved mastery in a certain field. Students who have previously struggled to achieve mastery on assessments are exposed to the same high quality teaching and intervention process to ensure they meet their high school academic goals regardless of past test struggles. Students with IEPs who are eligible for the April Dunn Act have the plan applied when middle school test scores are released and the IEP team and parent agree to the plan. This plan allows for additional progress monitoring and means of demonstrating mastery on standards to further support their growth toward mastery.

Key Investment: **Before and After School Programs**	ESSER II	$0	ESSER III	$0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ Partner with organizations to provide before and/or after school programs
☐ Partner with vendors to specifically provide tutoring before and/or after school
☐ Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Key Investment: **Summer Learning Programs**	ESSER II	$0	ESSER III	$0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ Vendor-provided summer learning programs
☐ Partner with organizations to provide summer learning programs
☐ Partner with vendors to specifically provide tutoring during summer programming
☐ Develop LEA direct-run summer learning program, staffed by LEA educators
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Key Investment: **Extended Instructional Time**	ESSER II	$0	ESSER III	$0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*
☐ Extended school week
☐ Extended school year
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

Key Investment: **Individual Student Plans for Success**	ESSER II	$2,904.00	ESSER III	$13,094.00

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☒ Individual Graduation Plan (IGP)
☐ IGP Planning Partner
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

During the 20-21 school year we noticed many students struggling to engage with the virtual component of classes in addition to managing stressors resulting from the ongoing pandemic. We prioritized analyzing data in the following areas in order to develop plans for ensuring students were still mastering content and able to graduate at the expected time. In order to implement these evidence based activities our school utilized the Operations team in collaboration with school leadership and advisors. This team was made up of:Director of Finance and Operations, Manager of Data and Operations, Director of Curriculum ; members of the school Culture Team; members of the Operations team who oversee data analysis and school based grade level advisors.. This team, in partnership with school and network leadership, used the following strategies and data sources to address disproportionate impacts:
- Student course enrollment data
- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- Student chronic absenteeism data
- School based annual credit audits at the start of each year to ensure all students are in the correct classes. This process will repeat at the start of the second semester and is completed by Manager of Data and Operations with support from Network data team
- increasing communication with families around current IGP status and student specific needs from teachers and advisors
- holding IGP meetings led by advisors to further clarify the graduation process and requirements beginning freshman year and repeated throughout the years during the beginning of the year and as grades are finalized at the end of each year
- providing network support built into two regularly scheduled IGP checkpoints for school team to occur once during each semester
- utilizing powerschool and other data dashboards to help capture data to inform IGPs monitored by school based Manager of Data and Operations quarterly

- administering school based diagnostic testing at the beginning of the year to ensure students who have previously not met grade level standards are enrolled in appropriate intervention courses to better access grade level content
- applying April Dun Act plans to students with IEPs who qualify having failed LEAP assessments in middle school to ensure students can achieve mastery on course exams through progress monitoring

RECOVERY AND ACCELERATION 2021-2022 Total Funding Commitment	$159,980.00

Commitment: **PROFESSIONAL LEARNING & DEVELOPMENT** ✔ ✔ ✔				
Key Investment: **School Improvement Best Practices**	ESSER II	$71,225.92	ESSER III	$194,926.88

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☒ Instructional Leadership Teams (ILT)
☒ Teacher Collaboration (Common Planning/PLC/ Cluster)
☒ Other: Additional development
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

We will address disproportionate impacts of COVID-19 on subgroups of students by:
- providing network level support through the expansion of our curriculum team. The curriculum team expansion allows for more frequent weekly or biweekly observations of teachers and coaching meetings to foster teacher growth on CA created teaching rubric with the goal of each teacher growing at least 3 points in each bucket of the rubric
- holding weekly instructional leadership team meetings to further refine curriculum and development
- weekly problem solving and collaborative development between Director of Curriculum and Intervention and Director of Student Support
- offering monthly teacher PLCs led by network curriculum leads
- running technology trainings and offering additional learning opportunities for teachers to further analyze data and refine skills quarterly through the network and as needed at the school level by school based data teams
- using proactive data gathering tools such as MAP assessments and other diagnostics tests administered at the beginning of each year to ensure students are placed in appropriate classes or in need of further intervention with the goal of students growing 2+ years in both reading and math
- progress monitoring student performance through Interim assessments, Mock LEAP tests, and other standard based assessments to ensure students are on track for LEAP mastery held weekly and quarterly to track student progress. Reteaching and reassessing students who did not meet the standard on network created benchmarks
- when middle school test scores are released applying April Dunn Act plans (with the approval of family and IEP team) to students with IEPs who have a history of failed Math/ELA assessments in LEAP courses
- administering school based diagnostic testing at the beginning of the year to ensure students who have previously not met grade level standards are enrolled in appropriate intervention courses to better access grade level content

Key Investment: **Literacy Professional Development**	ESSER II	$17,806.48	ESSER III	$48,731.72

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☒ Literacy Content Leaders
☒ Literacy Coaches

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2021-2022 Academic Recovery and Acceleration Plan
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8.21.21

☒ Other: Reading Intervention PLCs
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

We will address disproportionate impacts through the selected evidence-based interventions by:
- offering network level support for curriculum writing, general education teachers, and SDI teachers through weekly observations, coaching meetings and feedback
- holding quarterly "data grab" days in which leads across the network conduct in depth classroom observations and score teachers and school staff members on CA created teaching rubric.
- holding monthly network led teacher PLCs ran by network leads in both intervention and Tier 1
- offering school level support for teachers through the school based literacy intervention coach to provide weekly/monthly observations and coaching
- using proactive data gathering tools such as MAP assessments and other diagnostics tests administered at the beginning of each year to ensure students are placed in appropriate classes or in need of further intervention and ensure students hit the goal of 2+ years of growth
- progress monitoring student performance through Interim assessments, Mock LEAP tests, and other standard based assessments to ensure students are on track for LEAP mastery. Reteaching and reassessing students who did not meet the standard on network created benchmarks
- when middle school test scores are released applying April Dunn Act plans (with the approval of family and IEP team) to students with IEPs who have a history of failed Math/ELA assessments in LEAP courses

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	$332,691.00

EARLY CHILDHOOD EDUCATION ✔

Early Childhood Program Expansion	ESSER II	$0	ESSER III	$0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ Ready Start Networks
☐ Fund Pre-K seats
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

Early Childhood Program Enhancement	ESSER II	$0	ESSER III	$0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ CLASS Certification
☐ Professional Development from High-Quality Instructional Materials Vendor Guide
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment	**$0**

SCHOOL SAFETY & OPERATIONS ✔

Safe School Reopening	**ESSER II**	**$102,930.30**	**ESSER III**	**$0**

Provide the URL to the following LEA documents:

School Reopening Plan for In-Person Learning   Click or tap here to enter text.

COVID-19 Vaccination policies for staff and students   Click or tap here to enter text.

Mask wearing policies for staff and students   Click or tap here to enter text.

Physical distancing, cohorts, or learning pods   Click or tap here to enter text.

If all information is in the main School Reopening Plan, please enter the same URL for each.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☒ Provide vaccinations to educators, other staff, and students, if eligible
☒ Support universal and correct wearing of masks
☒ Physical distancing (e.g., including use of cohorts/learning pods)
☒ Handwashing and respiratory etiquette
☒ Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
☒ Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
☒ Diagnostic and screening testing
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Continuity of Teaching & Learning	**ESSER II**	**$11,436.70**	**ESSER III**	**$0**

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☒ Staff Training/Professional Development to support remote learning or safe reopening
☒ Educational technology (computers/ laptops)
☒ Educational technology (software/ programs)
☒ Mobile hotspots with paid data plans
☐ Internet connected devices with paid data plans
☐ Cost of home internet subscription
☐ Cost of home internet through LEA-managed wireless network
☒ Other: Provide technology / computers for staff.

☒ Other: Sharing resources with families for low/no cost internet plans

SCHOOL SAFETY & OPERATIONS 2021-2022 Total Funding Commitment	$114,367.00

DATA INFRASTRUCTURE ✔

Data Infrastructure	ESSER II	$0	ESSER III	$0

Which activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

☐ Early warning system to track student progression
☐ Data security/cybersecurity
☐ Data storage
☐ Staff upskilling in data literacy/science/analysis
☐ Statistical programs or analytics software
☐ Enterprise data warehouse
☐ Data dashboards or other activities to improve public transparency
☐ Other: Click or tap here to enter text.
☐ Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment	$0